

California Department of Education
Middle School APS Rating Description

Each component will be rated on a scale of 0 to 3, as follows:

- 0--Minimal level of implementation
- 1--Partial level of implementation
- 2--Substantial level of implementation
- 3--Full level of implementation

All objectives in the academic survey must receive **at least a rating of 2** for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation. The chart below describes the criteria per objective per rating level.

Essential Component	Objective
1. Instructional Program	1.1 The school/district provides the most recent State Board of Education (SBE)-adopted core instructional programs in English/reading/language arts (2002 and 2005 [follow-up] adoptions) documented to be in daily use in every classroom with materials for every student.
	<p>Minimally None of the students have the most recent State Board of Education (SBE)-adopted instructional program in English/reading/language arts.</p> <p>Partially Some of the students have and use the most recent State Board of Education (SBE)-adopted instructional program in English/reading/language arts.</p> <p>Substantially All students at all grade levels or program levels have and use the most recent State Board of Education (SBE)-adopted instructional program in English/reading/language arts.</p> <p>Fully All students at all grade levels or program levels have and appropriately use on a daily basis the most recent State Board of Education (SBE)-adopted instructional program in English/reading/language arts.</p>
	1.2 The school/district provides the most recent State Board of Education (SBE)-adopted English/reading/language arts intervention programs (2002 and 2005 [follow-up] adoptions), documented to be in daily use in every reading intervention classroom, with materials for every participating student.
	<p>Minimally None of the students have the most recent State Board of Education (SBE)-adopted intervention English/reading/language arts instructional program materials.</p> <p>Partially Some of the students have and use the most recent State Board of Education (SBE)-adopted intervention English/reading/language arts instructional program materials.</p> <p>Substantially All students at all grade levels or program levels have and use the most recent State Board of Education (SBE)-adopted intervention English/reading/language arts instructional program materials.</p> <p>Fully All students at all grade levels or program levels have and appropriately use on a daily basis the most recent State Board of Education (SBE)-adopted intervention English/reading/language arts instructional program materials.</p>

Essential Component	Objective
1. Instructional Program	1.3 The school/district provides the most recent State Board of Education (SBE)-adopted core instructional programs in mathematics (2001 and 2005 [follow-up] adoptions) documented to be in daily use in every classroom with materials for every student, including students who require intervention.
	<p>Minimally <i>None of the students have the most recent State Board of Education (SBE)-adopted instructional program in mathematics.</i></p> <p>Partially <i>Some of the students have and use the most recent State Board of Education (SBE)-adopted instructional program in mathematics.</i></p> <p>Substantially <i>All students at all grade levels have and use the most recent State Board of Education (SBE)-adopted instructional program in mathematics.</i></p> <p>Fully <i>All students at all grade levels have and appropriately use on a daily basis the most recent State Board of Education (SBE)-adopted instructional program in mathematics.</i></p>

Essential Component	Objective
2. Instructional Time	<p>2.1 The school/district complies with and monitors implementation of instructional time for the adopted programs for English/reading/language arts. This time should be given priority and be protected from interruptions.</p> <p>Grades 6-8 1, 1.5, or 2 hours daily</p>
	<p>Minimally Few classrooms have the appropriate time allocations for students in the adopted English/reading/language arts “core” program.</p> <p>Partially About half of the classrooms have the appropriate time allocations for students in the adopted English/reading/language arts “core” program.</p> <p>Substantially Seventy-five percent of the classrooms have the appropriate time allocations for students in the adopted English/reading/language arts “core” program.</p> <p>Fully One hundred percent of all classrooms have the appropriate time allocations for all students in the adopted English/reading/language arts “core” program and provide extended time for those in need of more instruction and practice.</p>
	<p>2.2 School provides the following time for English/reading/language arts students taking the intervention reading program:</p> <p>Grades 6-8 2.0 to 3.0 hours daily</p>
	<p>Minimally Few classrooms have the appropriate time allocations for students taking the intervention reading program.</p> <p>Partially About half of the classrooms have the appropriate time allocations for students taking the intervention reading program.</p> <p>Substantially Seventy-five percent of the classrooms have the appropriate time allocations for students taking the intervention reading program.</p> <p>Fully One hundred percent of all classrooms have the appropriate time allocations for all students taking the intervention reading program.</p>
	<p>2.2 School provides the following daily time allocation for mathematics:</p> <p>Grades 6-8 60 minutes</p>
	<p>Minimally Few classrooms have the appropriate daily time allocation for students in mathematics.</p> <p>Partially About half of the classrooms have the appropriate daily time allocation for students in mathematics.</p> <p>Substantially Seventy-five percent of the classrooms have the appropriate daily time allocation for students in mathematics.</p> <p>Fully One hundred percent of all classrooms have the appropriate daily time allocation for students in mathematics.</p>

Essential Component	Objective	
2. Instructional Time	2.4	School provides an additional 30 minutes of instructional time for mathematics students needing intervention.
	Minimally	<i>Few students receive the additional time allocation needed for mathematics intervention.</i>
	Partially	<i>About half of the students receive the additional time allocation needed for mathematics intervention.</i>
	Substantially	Seventy-five percent of students receive the additional time allocation needed for mathematics intervention.
	Fully	<i>One hundred percent of all students receive the additional time allocation needed for mathematics intervention.</i>

Essential Component	Objective
3. School Administrator Training Program	3.1 The district provides the school's principal and vice principal the AB 430 Administrator Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board of Education (SBE)-authorized provider. Module 2 and Module 3 are optional but recommended. This requirement is fulfilled when the principal(s) completes 40 hours of institute training in the school/district-adopted English/reading/language arts program or the intervention program and the school/district-adopted mathematics program.
	<p>Minimally Neither the principal nor vice principal(s) has made arrangements to take the AB 430 English/reading/language arts training.</p> <p>Partially Either the principal or the vice principal(s) has made arrangements to take the AB 430 English/reading/language arts training.</p> <p>Substantially Either the principal or the vice principal(s) has had the AB 430 training, which includes 40 hours of institute training, including school/district adopted English/reading/language arts program or English/reading/language arts intervention program and the school/district mathematics program and the plan exists for the other administrator to be trained within one year.</p> <p>Fully The principal and at least one vice principal have completed the AB 430, which includes 40 hours of institute training, in the school/district adopted English/reading/language arts core or English/reading/language arts intervention program and the school/district's mathematics program and includes 40 hours of structured follow-up practicum.</p>

Essential Component	Objective
4. Credentialed Teachers and Professional Development Opportunity	<p>4.1 The district:</p> <p>a. staffs most classrooms with fully credentialed, highly qualified teachers and</p> <p>b. has a plan to have fully credentialed, highly qualified teachers in all classrooms by June 2007.</p>
	<p>a. <i>Minimally</i> Few classrooms have fully credentialed, highly qualified teachers.</p> <p><i>Partially</i> About half of the classrooms have fully credentialed, highly qualified teachers.</p> <p><i>Substantially</i> Seventy-five percent of the classrooms have fully credentialed, highly qualified teachers.</p> <p><i>Fully</i> One hundred percent of all classrooms have fully credentialed, highly qualified teachers.</p> <p>b. <i>Minimally</i> There is no plan in place to staff all classrooms with fully credentialed, highly qualified teachers.</p> <p><i>Partially</i> There is a limited plan in place to staff some classrooms with fully credentialed, highly qualified teachers by June 2007.</p> <p><i>Substantially</i> There is an adequate plan in place addressing recruitment to staff all classrooms with fully credentialed, highly qualified teachers by June 2007.</p> <p><i>Fully</i> There is a fully elaborated plan in place addressing recruitment and retention to staff all classrooms with fully credentialed, highly qualified teachers by June 2007.</p>
	<p>4.2 The district provides the school's English/reading/language arts teachers (in all grade levels/programs) the AB 466 (SB 472, Pending) Professional Development Program through a State Board of Education (SBE)-authorized provider. The training features the district's adopted core program and/or intervention programs for English/reading/language arts for each teacher's grade level or program level.</p>
	<p><i>Minimally</i> Few of the school's English/reading/language arts teachers have completed the AB 466 (SB 472, Pending) training in English/reading/language arts.</p> <p><i>Partially</i> About half of the school's English/reading/language arts teachers have completed the AB 466 (SB 472, Pending) training in English/reading/language arts.</p> <p><i>Substantially</i> Seventy-five percent of the school's English/reading/language arts teachers have completed the AB 466 (SB 472, Pending) training in English/reading/language arts, and there is a plan to train the remaining teachers within one year.</p> <p><i>Fully</i> One hundred percent of all of the school's English/reading/language arts teachers have completed the AB 466 (SB 472, Pending) training in English/reading/language arts, which includes 40 hours of institute training and 80 hours of practicum.</p>

Essential Component	Objective
4. Credentialed Teachers and Professional Development Opportunity	4.3 The district provides the school's mathematics teachers (in all grade levels) the AB 466 (SB 472, Pending) Professional Development Program through a State Board of Education (SBE)-authorized provider. The training features the district's adopted core program for mathematics for each teacher's grade level or program level.
	Minimally <i>Few of the school's math teachers have completed the AB 466 (SB 472, Pending) training in mathematics.</i>
	Partially <i>About half of the school's math teachers have completed the AB 466 (SB 472, Pending) training in mathematics.</i>
	Substantially <i>Seventy-five percent of the school's math teachers have completed the AB 466 (SB 472, Pending) training in mathematics, and there is a plan to train the remaining teachers within one year.</i>
	Fully <i>One hundred percent of all of the school's math teachers have completed the AB 466 (SB 472, Pending) training in mathematics, which includes 40 hours of institute training and 80 hours of practicum.</i>

Essential Component	Objective
5. Student Achievement Monitoring System	5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted English/reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.
	<p>Minimally English/reading/language arts curriculum-embedded assessments are rarely used at the school.</p> <p>Partially English/reading/language arts curriculum-embedded assessments are sometimes used at the school.</p> <p>Substantially English/reading/language arts curriculum-embedded assessments are in regular use at the school.</p> <p>Fully English/reading/language arts curriculum-embedded assessments are administered regularly (e.g., every 6-8 weeks) at the school and the data from the assessments are being used to determine student progress and modify instruction.</p>
	5.2 The school/district has a similar assessment and monitoring system for the mathematics program.
	<p>Minimally Algebra 1 and remedial mathematics curriculum-embedded assessments are rarely used at the school.</p> <p>Partially Algebra 1 and remedial mathematics curriculum-embedded assessments are sometimes used at the school.</p> <p>Substantially Algebra 1 and remedial mathematics curriculum-embedded assessments are in regular use at the school.</p> <p>Fully Algebra 1 and remedial mathematics curriculum-embedded assessments are administered regularly (e.g., every 6-8 weeks) at the school and the data from the assessments are being used to determine student progress and modify instruction.</p>

Essential Component	Objective
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and support to teachers of English/reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classroom to support the teacher and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.
	<p>Minimally The school/district provides little or no instructional assistance to support teachers in delivering English/reading/language arts instruction using the adopted materials.</p> <p>Partially The school/district provides limited instructional assistance to support teachers in delivering English/reading/language arts instruction using the adopted materials.</p> <p>Substantially The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support teachers in delivering English/reading/language arts instruction using the adopted materials.</p> <p>Fully The school/district provides appropriate instructional assistance to support in delivering English/reading/language arts instruction using the adopted materials.</p>
	6.2 The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.
	<p>Minimally The school/district provides little or no instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</p> <p>Partially The school/district provides limited instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</p> <p>Substantially The school/district provides adequate instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support teachers in delivering mathematics instruction using the adopted materials.</p> <p>Fully The school/district provides appropriate instructional assistance to support in delivering mathematics instruction using the adopted materials.</p>

Essential Component	Objective
7. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	7.1 The school/district facilitates and supports instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in English/reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).
	Minimally <i>The school/district, through the principal or designee, does not provide time for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/reading/language arts.</i>
	Partially <i>The school/district, through the principal or designee, provides limited opportunities for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/reading/language arts.</i>
	Substantially <i>The school/district, through the principal or designee, provides regular opportunities for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/reading/language arts.</i>
	Fully <i>The school/district provides, through the principal or designee, opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in English/reading/language arts.</i>

Essential Component	Objective
7. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	7.2 The school/district facilitates and supports instructional program/department level (6-8) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).
	Minimally <i>The school/district, through the principal or designee, does not provide time for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i>
	Partially <i>The school/district, through the principal or designee, provides limited opportunities for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i>
	Substantially <i>The school/district, through the principal or designee, provides regular opportunities for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i>
	Fully <i>The school/district, through the principal or designee, provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by grade level or program level around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i>

Essential Component	Objective
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/school wide pacing schedule for each instructional program/department level (6-8), in order for all English/reading/language arts teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.
	<p>Minimally A district/school wide pacing schedule for the English/reading/language arts program has been distributed to a few of the grade levels or instructional levels offered at the school.</p> <p>Partially A district/school wide pacing schedule for the English/reading/language arts program has been distributed to about half of the grade levels or instructional levels offered at the school.</p> <p>Substantially An annual district/school wide pacing schedule for the English/reading/language arts program has been distributed and is in use in 75 percent of the grade levels or instructional levels offered at the school.</p> <p>Fully An annual district/school wide pacing schedule for the English/reading/language arts program is in use in all of the grade levels or instructional levels offered at the school (and by tracks if on a year-round schedule).</p>
	8.2 The school/district prepares and distributes an annual district/school wide pacing schedule for each instructional program/department level (6-8), in order for all mathematics teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.
	<p>Minimally A district/school wide pacing schedule for the mathematics program has been distributed to a few of the grade levels or instructional levels offered at the school.</p> <p>Partially A district/school wide pacing schedule for the mathematics program has been distributed to about half of the grade levels or instructional levels offered at the school.</p> <p>Substantially An annual district/school wide pacing schedule for the mathematics program has been distributed and is in use in 75 percent of the grade levels or instructional levels offered at the school.</p> <p>Fully A district/school wide pacing schedule for the mathematics program is in use in all of the grade levels or instructional levels offered at the school.</p>

Essential Component	Objective	
9. Fiscal Support	9.1	The school/district general and categorical funds are used appropriately to support the English/reading/language arts program goals in the school plan.
	Minimally	<i>The school/district uses its general and categorical funds to support a few of the English/reading/language arts program goals in the school plan.</i>
	Partially	<i>The school/district uses its general and categorical funds to support about half of the school's English/reading/language arts program goals in the school plan.</i>
	Substantially	<i>The school/district uses its general and categorical funds to support 75 percent of the school's English/reading/language arts program goals in the school plan.</i>
	Fully	<i>The school/district uses its general and categorical funds to support all of the school's English/reading/language arts program goals in the school plan.</i>
	9.2	The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.
	Minimally	<i>The school/district uses its general and categorical funds to support a few of the mathematics program goals in the school plan.</i>
	Partially	<i>The school/district uses its general and categorical funds to support about half of the school's mathematics program goals in the school plan.</i>
	Substantially	<i>The school/district uses its general and categorical funds to support 75 percent of the school's mathematics program goals in the school plan.</i>
	Fully	<i>The school/district uses its general and categorical funds to support all of the school's mathematics program goals in the school plan.</i>